



CURRICULUM HANDBOOK YEAR 10 - 2021



NEWCASTLE HIGH SCHOOL

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KEY TERMS

The NSW Education Standards Authority (NESA)

This is the NSW government body responsible for the curriculum in all schools from Kindergarten to Year 12.

Key Learning Areas (KLAs)

These are broad categories of subjects. The Years 7–10 curriculum is organised into eight key learning areas:

- English
- Mathematics
- Science
- Human Society & Its Environment (HSIE)
- Personal Development, Health & Physical Education (PDHPE)
- Creative & Performing Arts (CAPA)
- Technological & Applied Studies (TAS)
- Languages other than English (LOTE)

Core Curriculum

The Core Curriculum is the group of subjects studied by all students in a particular year level.

Elective Subject

An elective subject is a subject that a student may choose to do.

Stage

This is a period of learning, typically of two years' duration. Stage 4 refers to Years 7 & 8, Stage 5 refers to Years 9 & 10 and Stage 6 refers to Years 11 & 12.

Record of School Achievement (RoSA)

Certification students receive a RoSA if they leave school prior to completing the HSC.

Preliminary HSC

First stage of the HSC.

HSC

Higher School Certificate; the highest level of certification in NSW.

VET

Vocational Education and Training.

ATAR

Australian Tertiary Admission Rank. A rank calculated by UAC as a way of determining entry to University courses.

INTRODUCTION

Students entering Year 10 in are working towards achieving their Record of School Achievement (RoSA) for Stage 5. Successful completion of this certificate is required prior to enrolling for the Higher School Certificate (HSC).

In Year 10 there are six compulsory subjects. They are:

- English
- Mathematics
- Science
- Personal Development, Health & Physical Education
- History
- Geography

Students will also have access to Stage 5 Elective courses and Early Commencement HSC courses.

Students may elect to study:

- ONE Stage 5 Elective course and ONE Early Commencement HSC course
OR
- THREE Stage 5 Elective courses

Some courses have no fee contribution, but others attract a fee contribution to cover the cost of materials and consumables. These course fees are **mandatory** and **must be paid** by students who wish to undertake these courses. Please take this into consideration when selecting the subjects, you wish to participate in.

Students with outstanding fee accounts from Year 9 will not be placed in Year 10 electives that require a fee.

EARLY COMMENCEMENT HIGHER SCHOOL CERTIFICATE

Students in NSW generally work towards the HSC during Years 11 and 12. It is possible, however, for students to accelerate the HSC and commence a Preliminary HSC course during Year 10. These are referred to as Early Commencement, EC, courses.

At Newcastle High School we have a very successful history of students undertaking EC courses. We offer a wide range of EC subjects, allowing students to complete an HSC course one year ahead of schedule.

There are three types of EC courses available:

Category A

- compulsory external HSC exam in 2022
- may be counted towards the ATAR
 - Business Studies
 - Design & Technology
 - Investigating Science
 - Personal Development, Health & Physical Education
 - Visual Arts

Vocation Education & Training (VET)

- HSC exam optional
- ATAR optional
- 35 hours of mandatory work placement
- eligible for an Australian Qualification Framework (AQF) qualification, hence suitable for students who may choose to leave school at the end of Year 11
 - Hospitality
 - Manufacturing & Engineering

Category C

- no external exam
- counts toward the HSC but not an ATAR
 - Exploring Early Childhood
 - Sport, Lifestyle & Recreation
 - Visual Design

We believe that completing an EC course provides students with a significant advantage for their HSC. Historically, students who have completed EC courses at Newcastle HS have achieved outstanding results.

Students experience the following benefits:

- A great introduction to the expectations of Stage 6, without the pressure of a full Stage 6 load.
- The opportunity to focus a lot of time and energy on their first Preliminary course.
- Developing an understanding of the requirements of the HSC, and being able to experience HSC exam conditions prior to the final year, hence reducing stress and anxiety in Year 12.
- A reduced load in their final year, resulting in more time to concentrate on each course.
- Opportunity to achieve a VET qualification by the end of Year 11.

Studying an Early Commencement Course is a two-year commitment.

FREQUENTLY ASKED QUESTIONS

Should I apply for an EC course?

We believe that completing an EC course provides students with a significant advantage for their HSC. Hence we offer a range of options and encourage all students to consider applying for a suitable EC course.

What's the timeline for an Early Commencement course?

2021 (Terms 1 – 3)	Year 10 subjects plus Preliminary EC course.
2021 (Term 4)	Year 10 subjects plus HSC EC course.
2022 (Terms 1 – 3)	5 Preliminary courses plus HSC EC course.
2022 (Term 4)	Commence the HSC for the non-EC courses plus sit the HSC exam for the EC course (if applicable).
2023 (Terms 1 – 4)	Complete remaining HSC courses.

If I start an EC course and decide it isn't for me, can I change to another course?

All EC courses are a two year commitment. However, approval to change your EC course may be considered in the first few weeks of Term One. The usual cut-off date is the end of week 3.

I'm finding the EC course difficult and it's past the cut-off date, can I withdraw?

Students often find their first Preliminary course challenging and may not achieve the marks that they're accustomed to. Don't panic. The advantage of doing an EC course is that you get an early introduction to Stage 6 study without the pressure of doing all the subjects at once. You also get extra class time for the EC course. So, stick with it and your results will improve.

Can the result in an EC course be used when calculating my ATAR?

Yes, if it is a Category A course or Hospitality VET.

Once I've completed the Preliminary part of my EC course. Do I have to continue with it for the HSC?

As mentioned before, EC courses are a two-year commitment. However, we may consider a change to your pattern of study in exceptional circumstances.

If I complete the EC course but didn't do as well as I'd like, can I repeat this as a preliminary subject in Year 11, rather than continue with it as an HSC subject?

This would not be permitted.

REGISTERING SUBJECT PREFERENCES

1. Students log onto their DET Student Portal.
2. An email will be in the student's account, labelled *Edval Timetables*.
3. Open the email and click on the link provided.
4. Choose your subjects using the drop-down menu, then press submit.

NOTE: Most courses are open to all Year 10 students, regardless of what they have done in Year 9, with the following exception:

"To select Food Technology (continuing), a student must have completed Food Technology in Year 9".

You will receive a confirmation email listing the subjects you have expressed interest in. Changes to your selection can be made by repeating the process at any time before the close off date.

Webchoice will close on Friday, September 11.

DETERMINING ELECTIVE LINES

Once we have received student Expressions of Interest, Electives Lines are determined to meet the needs of the majority of registered students.

Students are required to indicate Reserve choices, just in case their preferred choice did not have enough student interest to form a class.

Students are allocated to electives based on their Expression of Interest and will be issued with a Confirmation of Electives sheet in Term 4.

COURSES OFFERED

STAGE 5 ELECTIVES	Fee	Early Commencement Courses	Fee
Aboriginal Studies	NIL	Business Studies	NIL
Child Studies	\$75	Design & Technology	\$40
Commerce	NIL	Exploring Early Childhood	\$30
Drama, Theatre and Film	\$20	Hospitality VET	\$120
Food Technology	\$120	Investigating Science	NIL
French	NIL	Manufacturing & Engineering VET	\$60
Future Focused Inquiry	NIL	Personal Development, Health & Physical Education	NIL
Horrible Histories	NIL	Sport, Lifestyle & Recreation	NIL
Industrial Technology – Electronics	\$60	Visual Arts	\$45
Industrial Technology – Metal	\$60	Visual Design	NIL
Industrial Technology – Timber	\$60		
Information & Software Technology	\$20		
Japanese	\$34		
Music	NIL		
Photographic and Digital Media	\$60		
Physical Activity & Sport Studies (PASS)	NIL		
Textiles Technology	\$30		
Visual Arts	\$45		
Visual Design	\$40		
Zombie Geography	NIL		

ABORIGINAL STUDIES

This course allows you to get an in depth look at Aboriginal society. In Aboriginal studies you will immerse yourself in Indigenous cultural practices and enjoy exploring their history and meaning.



The Stage 5 Aboriginal Studies syllabus is divided into core topics and options. Students could explore a combination of any of the following topics:

Identity

Visual and performing

Media, Film and TV

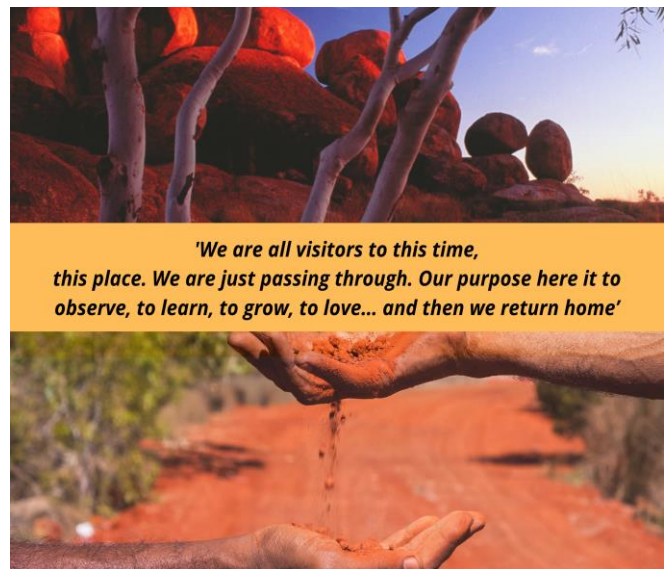
Legal and political

Sport

"So I take this word reconciliation and I use it to reconcile people back to Mother Earth, so they can walk this land together and heal one another because she's the one that gives birth to everything we see around us, everything we need to survive."

Max Dulumunmun
Harrison

Aboriginal Studies is a unique experience for both Aboriginal students and non-Aboriginal students. Aboriginal students are provided with an opportunity for cultural affirmation and positive educational experiences while non-Aboriginal students are able to 'learn together' with Aboriginal peoples and communities. All students are encouraged to take an active role in the process of reconciliation.



"We are all visitors to this time, this place. We are just passing through. Our purpose here it to observe, to learn, to grow, to love... and then we return home"



FEES:	\$ NIL
CONTACT:	Ms Dark (HSIE Head Teacher)

CHILD STUDIES

This course has been developed for students who have an interest in and concern for the welfare of children. It begins with conception and pregnancy, to the birth of the baby, and over the two years, follows the development of the baby until it reaches school age.

The aims of the course are for students to develop an awareness and understanding of the growth, development and learning of young children and to develop skills in childcare, nurturing and the practical aspects of parenting. It also provides an opportunity for developing a career path in the childcare industry.

Practical activities are integrated throughout this course, with applications in food preparation for pregnant women, infant and toddlers and focusing on textile applications.

Students undertake a range of learning opportunities in the following modules:

MODULES COVERED			
Preparing for parenthood	Conception to birth	Family interactions	Newborn care
Growth and development Play and the developing child, Health and Safety	Diverse Needs of children	Food and nutrition in childhood	Media and technology in childhood



FEES:	\$75.00
REQUIREMENTS:	Fabric and notions for two practical textile items Wear enclosed leather shoes and bring a container to each food production lesson.
CONTACT:	Mrs Sondra Munro (TAS Head Teacher)

COMMERCE

Commerce is a subject for life and how to thrive in the big wide world. Ever wondered how to buy your first car? How to rent a property and set up your living utilities? Why does the price of petrol or bananas fluctuate? How or why Australia has a democratic political and legal system? Commerce provides answers to these and many more questions that would otherwise confuse you as you move from school to adult life.



Commerce teaches students how to be an active and informed citizen. Commerce will help you understand the world of being a consumer, how to be financially independent, economically versed, business savvy, legally sound, politically versed and employment ready.

The Year 10 Commerce Syllabus' core topics include:

1. Employment and Work Futures
2. Law, Society and Political Involvement



In addition, there are numerous options for depth studies:

- Investing
- Promoting and Selling
- Running a Business
- Law in Action
- Travel
- Towards Independence
- Our Economy



Integrated into the topics, commerce teaches students core skills in:

- Problem-solving and decision-making
- Analysis and evaluation
- Critical thinking and reflective action
- Ethical and social responsibilities
- Research and investigation



FEES:	NIL
CONTACT:	Ms Giffney, Ms Suchanow and Ms Dark

DRAMA, THEATRE AND FILM

Through their study of Drama, students will be challenged to maximise their dramatic abilities and enjoyment of drama through making, performing and appreciating dramatic film and theatrical works. Students will create drama that explores a range of created and imagined situations. They will perform devised and scripted drama using a variety of performance techniques, dramatic forms and theatrical conventions. Students will learn the importance of written reflection on the function of theatre and their personal responses.

COURSE CONTENT

Elements of Drama improvisation, character, role play, play building
Performance Styles governed by student experience and interest
Context of Performance theatrical conventions

Click the link to view student work

<https://sites.google.com/education.nsw.gov.au/yr-910-drama/home>



FEES:	\$ 20.00
REQUIREMENTS:	Practical rehearsal clothes for workshop activities
CONTACT:	Ms Hepple

FOOD TECHNOLOGY (beginning/continuing)

Food Technology provides enjoyable, relevant and meaningful learning experiences for students by investigating food through practical applications and processes, as well as developing knowledge of food issues which allow them to make informed and appropriate choices with regards to food.

The development of practical skills in preparing and presenting foods contributes to both vocational and general life experiences. The food industry is growing in importance providing numerous employment opportunities and increasing the relevance of Food Technology for all.

Students undertake a range of learning opportunities in the following modules:

MODULES COVERED			
Food for Specific Needs	Food Selection and Health	Food in Australia	Food Service and Catering
Food product Development	Food Trends	Food Equity	Food for Special Occasions

Students who completed Food Technology in Year 9, and wish to continue with the course in Year 10, must select Food Technology (continuing).
Students who did not study Food Technology in Year 9 must select Food Technology (beginning).



FEES:	\$120.00
REQUIREMENTS:	Wear enclosed leather shoes and bring a container to each lesson.
CONTACT:	Mrs. Sondra Munro (TAS Head Teacher)

FRENCH

France has a rich culture and history. More than 220million people speak French on all the five continents. French is a major language of international communication and is the second most widely taught language after English.

Students will be able to make contact with French speakers of their own age, through digital media. There will be opportunities to learn the language and cultural aspects of France and French and to host visiting French students, and make connections with French culture within the Newcastle community.

The ability to speak both French and English is an advantage for finding a job, with many multinational companies using French as their working language, in a wide range of sectors (retailing, automotive, luxury goods, aeronautics, etc.). France, as the world's fifth biggest economy, attracts entrepreneurs, researchers and the cream of foreign students. Speaking French makes a major contribution to preserving linguistic diversity in the world.



Main topics:

The skills of Listening, Speaking, Reading and Writing are developed through focus on topics relating to the students' daily lives.

Topics include:

- **Family**
- **Daily Life**
- **Hobbies and Interests**
- **French food (including a restaurant excursion/cooking) and shopping.**



There is also an emphasis on French culture, French cuisine and The French people.

COURSE OUTCOMES

A student:
Demonstrates understanding of and responds to spoken and written texts
Establishes and maintains communication in familiar situations
Applies a range of linguistic structures to express own ideas in writing
Demonstrates knowledge of key features of the culture of French speaking communities

FEES:	NIL
REQUIREMENTS:	Course workbook (available for purchase at school)
CONTACT:	Mrs Durie

FUTURE FOCUSED INQUIRY

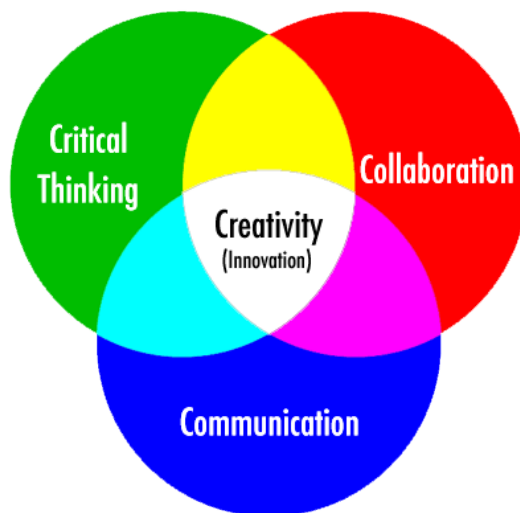
COURSE OUTLINE

This course allows students to ask and investigate questions which revolve around their personal interests and experiences. Student work will be connected to the community via personal experiences, collaboration and conversation. The course is authentic and fosters deep knowledge and understanding as students create their own high quality projects.



Students will develop skills in:

Authentic question development
 Collaboration and Teamwork
 Research techniques
 Portfolio and project writing
 Using a variety of technologies
 Feedback
 Evaluation and project refinement
 Communication

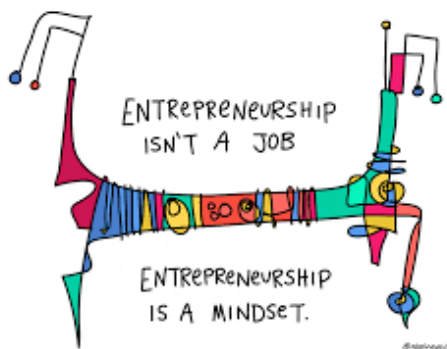


Main topics:

- Introduction to Inquiry Based Learning
- Developing an Authentic Question
- Research Skills
- Collaboration and Technology skills
- Communication Skills
- Portfolios
- Feedback and Evaluation of Skills

ADDITIONAL REQUIREMENTS: Students will need to resource their own projects. As each project is unique, no course cost is set, however, some purchasing of personal resources may be required.

BYOD access is encouraged during this course. However, scheduled time with ICT will be available for some lessons.



FEES:	NIL
CONTACT:	Ms White

HORRIBLE HISTORIES

This course allows you to get an in depth look at the juicy bits of history. From crime to conspiracies, serial killers and the perception of witches, the elective history course allows students to study history through class, group and project work.

The Stage 5 Elective History syllabus is divided into core topics (Constructing history, Ancient, Medieval and Early Modern Societies and Thematic Studies). Students could explore a combination of any of the following topics →



"Those who don't study history are doomed to repeat it. Yet those who *do* study history are doomed to stand by helplessly while everyone else repeats it."



Conspiracy theories



Monsters of History



Real VS Reel – Film as history



Crime and Punishment throughout history –using Piracy as a case study.



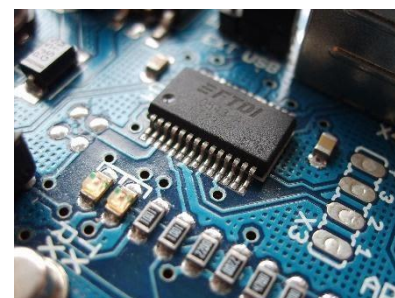
Salem Witch Trials and Witchcraft throughout the Ages - Burn the Witch!



FEES:	NIL
CONTACT:	Ms Dark, Mrs Howard, Mrs White, Mr Farrar

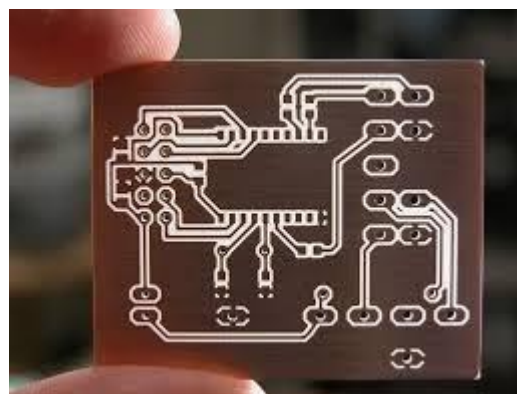
INDUSTRIAL TECHNOLOGY - ELECTRONICS

The Electronics specialised module focus area provides opportunities for students to develop knowledge, understanding and skills in relation to the electronics and associated industries. The Electronics specialised module 2 develops knowledge and skills in the use of tools, materials and techniques related to electronics technologies.



Students further their knowledge of electronics with more complex projects in the second half of the 200-hour course. Students engage in the design and development of printed circuit boards and problem solve practical applications. Students develop their communication techniques through reading and interpreting schematic diagrams, solving more complex electronic mathematical problems and developing project folios.

MODULES COVERED			
WH&S and risk management	Project design, development and production	Hand tools, machine tools, equipment and processes	Materials and electronic components
Solving electronic mathematical problems	Communication techniques	Impact of technology on society and the environment	Ethics and links to industry



FEES:	\$60.00
REQUIREMENTS:	One of each of the following: 9 volt battery, A4 writing book, scientific calculator, solid container to store components
CONTACT:	Mrs Sondra Munro (TAS Head Teacher)

INDUSTRIAL TECHNOLOGY - METAL

Industrial Technology courses are concerned with our technological, industrialised society and seek to relate experiences in this field to other subjects through practical work with materials, hand and machine tools, drawing and design.

Skills in designing, planning, constructing and evaluating practical projects are developed. Instruction in MIG and Electric Arc Welding will be given.

Make:

- exercise dumbbell and/or
- folding camp BBQ and/or
- engineer's hammer/hacksaw
- metal fabrication
- fitting and machining
- sheet metal fabrication

Industrial Technology – Metal, enables students to acquire knowledge and skills to confidently transition to Stage 6 courses, i.e.: Metal & Engineering and Industrial Technology Metal



FEES:	\$60.00
REQUIREMENTS:	Students in workshops MUST wear enclosed leather shoes. Students must provide own safety glasses
CONTACT:	Mrs Sonda Munro (TAS Head Teacher)

INDUSTRIAL TECHNOLOGY - TIMBER

Industrial Technology courses are concerned with our technological, industrialised society and seek to relate experiences in this field to other subjects through practical work with materials, hand and machine tools, drawing and design.

Skills in designing, planning, constructing and evaluating timber projects are developed. Examples of projects undertaken - port table, upholstered stool, decorative mirror frame, telephone table, entertainment unit, blanket box.

Throughout the construction of these projects, students will obtain experience in the use of power tools and machines such as the woodwork lathe, band saw, portable router & sander.

By the completion of the course students should have sufficient background knowledge and experience in wood to confidently attempt:

- Industrial Technology (Timber) course in Years 11 and 12
- Trade Training Qualifications
- Designing and constructing their own hobby projects

Students undertake a range of learning opportunities in the following modules:

MODULES COVERED		
WH&S and risk management	The properties and working characteristics of solid timber	Equipment, tools and machines
Techniques for preparing, joining and finishing timber	Links to industry	Design



FEES:	\$60.00
REQUIREMENTS:	Students in practical workshops MUST wear enclosed leather school shoes. Students must provide own safety glasses
CONTACT:	Mrs Sonda Munro (TAS Head Teacher)

INFORMATION & SOFTWARE TECHNOLOGY

A key feature of the course will include coding and software development through the use of design projects. Computers will be used in all lessons with online tutorials, cloud based collaborative learning.



Students will explore the following topics and software applications:

Topic	Typical software explored
Robotics	LEGO EV3 Mindstorms, Google Docs, MakeyMakey, Scratch, MakerBot, StarLAB Mars Rover
Digital Media	Audacity, Adobe Photoshop, Google Slides, Adobe Illustrator, Windows Live Movie Maker
3D Modelling	Trimble SketchUp, TinkerCAD, Minecraft Education Edition
Networking	Minecraft Education Edition, SketchUp, Google Docs, Google Sheets, Microsoft Excel
Web Site Development	Adobe Dreamweaver, Firefox, Internet Explorer, Chrome, Weebly
Software Design	Python, Arduino, JavaScript, EV3 Mindstorms, Minecraft Education Edition, Drone flight
Artificial Intelligence	Google Earth, Scratch, HALO, Pong, The Sims, Super Mario Bros, Minecraft Education Edition, Kodu

Students will create engaging projects utilising project development procedures. Assessable projects include films, websites, interactive slideshows, video games, robot construction and physical coding on hardware devices.

No prior knowledge is required, and all tasks allow students to demonstrate practical and conceptual understanding of each of the core topics.



FEES:	\$ 20.00
REQUIREMENTS:	Home computer with internet access
CONTACT:	Mr N Biddle

JAPANESE

Japan has a rich and fascinating culture and history. Japan has particular importance to Australia because of trade, tourism, and technology, areas that may provide future employment opportunities for students. Spoken Japanese is relatively easy to pick up, and although the writing system presents a challenge, there are many online games designed to help students master script recognition. Many Australian students are attracted to Japanese because of the growing popularity of Japanese anime (animation films) and JPop music among teenagers.



- Students will have opportunities to host visiting Japanese students or interact with them at school
- All students enrolled in this course will be eligible to enter the Ube/Newcastle Sister City Speech Competition and win themselves a trip to Japan

Students will learn to use language for communicative purposes. They will also analyse and understand language and culture. They will develop an interest in and enjoyment of language learning and an appreciation of the value of culture. Topics include: Around my town, school and exchange students, seasons and travel, daily routines and hobbies.

Note:

This course is not designed for students that have already completed year 9 Japanese, but is open to those students that studied either Japanese or French in year 7.



FEES:	\$ 34.00
REQUIREMENTS:	Students will be provided with all basic course materials.
CONTACT:	Mrs J Vandermeer, Mrs N Durie

MUSIC

Music is a course for students who want to;

- improve their skills in performance
- collaborate with others. There is a strong emphasis on group work (bands and ensembles)
- develop their skills in the theoretical components of music
- enhance and improve their skills as they gain greater experience through musical awareness, live performance and practice
- develop their skills in composition. Students can choose from traditional notation through to experimenting with emerging technologies

The Music elective allows you to pursue your own direction, whether that be a focus on composition or performance, or you may want to be the lead soloist or performer in the band.

MAIN TOPICS

Year 9 Topics	Year 10 Topics
Popular Music	Jazz
Instrumental Skills	Music for the Stage
Australian Music	Rock Music
Music for Small Ensembles	Music for Small Ensembles

Click the Link to view student work.

<https://sites.google.com/education.nsw.gov.au/yr910music/home>



FEES:	NIL
REQUIREMENTS:	Own instrument or instruments available for loan or hire
CONTACT:	Mr Lewis, Mr Myers

PHOTOGRAPHY & DIGITAL MEDIA

Students have the opportunity to study still and moving photographic forms, specifically in 'wet' black & white photography, 'dry' digital photography and video production over the two year course. Students will develop a portfolio of work where creativity and individuality is important in the demonstration of their technical skills. The course develops students' broad skills and knowledge in both these photographic forms in year 9 and provides the opportunity to refine and further explore more sophisticated photographic techniques in Year 10. The course culminates in the development of a specialized portfolio or Body of Work and student exhibition.

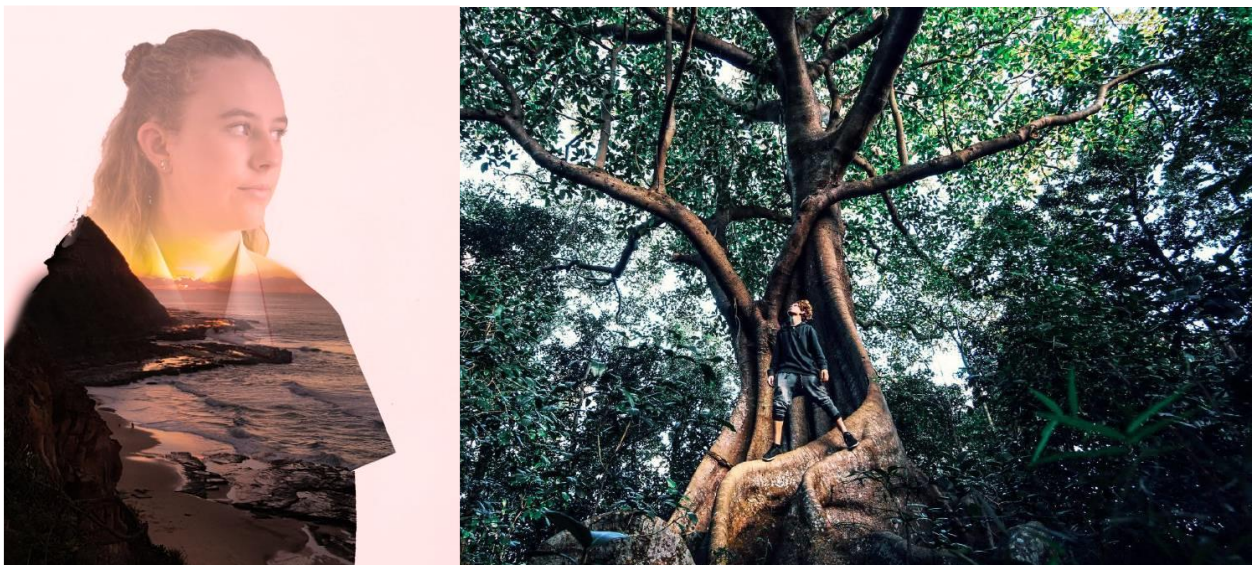
This course allows for a continuum of learning; studying Photography & Digital Media can extend the learning of Visual Arts Elective students and / or provide a solid foundation of learning for senior art courses.

COURSE CONTENT

- Traditional Wet Photography in the darkroom
- Learning to use a camera correctly
- Special effects in Photography
- Photographic 'story' development
- Editing using Adobe Photoshop and Adobe Premiere
- Introduction to Digital photography
- Exploring concepts in Portraiture
- Magazine cover design
- CD cover design
- Capturing & creating iconic images.

Click the link to view student work.

<https://sites.google.com/education.nsw.gov.au/yr910photography/home>



FEES:	\$ 60.00
REQUIREMENTS:	Black and White Visual Arts Process Diary
CONTACT:	Mr Kondov

PHYSICAL ACTIVITY AND SPORTS STUDIES (PASS)

Physical Activity and Sport Studies provides for a comprehensive study of physical activity and movement. Students will study the way the body functions and how to prepare to move efficiently in a variety of contexts. It incorporates lifelong physical activities, recreational and leisure pursuits, competitive and non-competitive games and sports, individual and group experiences and physical fitness activities.

The course is suitable for students who have already studied PASS in Year 9, as well as those students who would like to choose PASS for the first time in Year 10.

A **highlight** will be the opportunity to participate in an excursion to the **Penrith White Water Rafting Stadium**. Other excursions that enhance the PASS experience and facilitate delivery of the course are also included when appropriate. These excursions aim to challenge students' physical skills and problem-solving abilities, as well as encouraging the development of resilience and leadership skills.

The course comprises a combination of theory and practical lessons and covers the following modules:

- Australia's Sporting Identity
- Technology, Participation and Performance
- Issues in Sport - Technology
- Lifestyle, leisure and recreation
- Physical Activity for Health



FEES:	\$ NIL However, additional costs may be associated with planned excursions throughout the year.
REQUIREMENTS:	Students must Wear PE uniform for practical lessons
CONTACT:	Mr Joel Anderson (Head Teacher PDHPE)

TEXTILES TECHNOLOGY

Some of us choose to conform some like to express individuality through the clothes we wear. Textiles Technology provides enjoyable, relevant and meaningful learning experiences to students by developing students' confidence and proficiency in the design, production and evaluation of textiles items.

Students will actively engage in learning about the properties and performance of textiles, design and the role of textiles in society. The textile industry is extremely large, providing employment opportunities and increasing the relevance of Textiles Technology for all.

Completion of a variety of practical projects is an integral part of the course. Through practical applications, students will develop skills and confidence in the manipulation of a range of textile materials, equipment and techniques.

Students undertake a range of learning opportunities in the following modules:

MODULES COVERED		
Apparel – City Living	Apparel – Stretch Knit Action	Non Apparel – Sea and Sand
Apparel – Stargazing	Furnishings – Like a Kaleidoscope	Free Choice – Shabby Chic



FEES:	\$30.00
REQUIREMENTS:	Practical equipment: Students are to supply their own fabric, pattern and notions required to complete each design brief.
CONTACT:	Mrs Sondra Munro (TAS Head Teacher)

VISUAL ARTS

This course allows students to work practically to develop their ideas and responses to the world in a creative and visual way. Students experiment with a range of media to produce artworks in the following forms: drawing, painting, sculpture, assemblage, collage, video, performance art, digital art and installation.

Practical work may include drawing upon the student's experiences, environment, and imagination. This course involves excursions into our local environment, including the beach, harbour, foreshore and local art galleries.

Students study the work of a variety of artists whose work directly relates to their practical work. The course provides both guided practical activities to develop skills, and the opportunity for students to create their own works exploring areas of personal interest.

Click the link to view student work.

<https://sites.google.com/education.nsw.gov.au/yr910visualarts/home>



FEES:	\$ 45.00
REQUIREMENTS:	Visual Arts Process Diary, felt tip pen, 2B, 4B pencil.
CONTACT:	Mr Kondov

VISUAL DESIGN

Visual Design is an exciting and constantly expanding field of artistic expression. It provides an opportunity to investigate design in much greater depth and learn industry level software and techniques. Students can explore areas of interest and resolve design problems to build a portfolio of work.

Visual Design involves the use of a range of design technologies, both traditional and digital. Students engage in a range of graphic design units based on an introduction the skills and technology used by a range of artists and designers working in fields such as graphic art, digital illustration, photography and character and game design. Through study and investigation, students will examine the work of relevant contemporary designers.

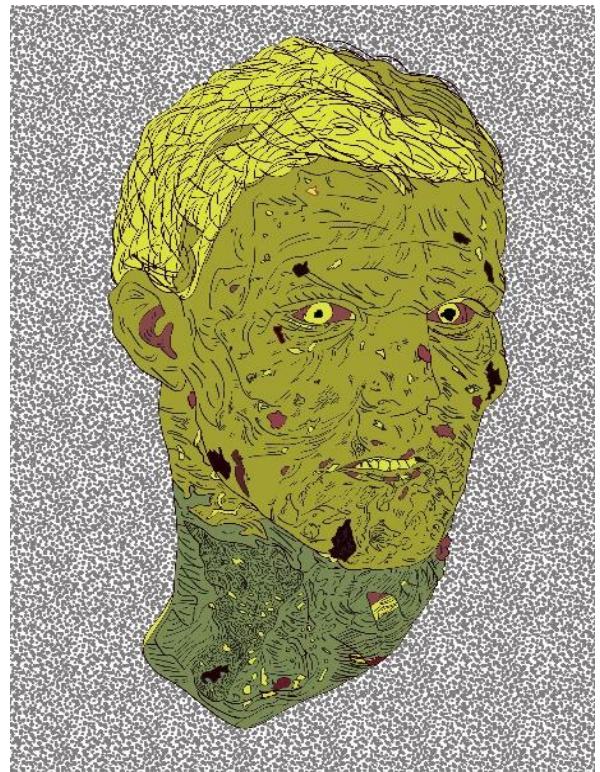
This course also provides a sound base for students wishing to further develop their skills and knowledge by studying Visual Arts or Visual Design in the senior school.

COURSE CONTENT

- Comic Illustration
- Corporate Identity
- Character Design
- Recycled Design
- Game Design
- Digital Illustration
- Advertising
- Poster Design

Click the link to view student work.

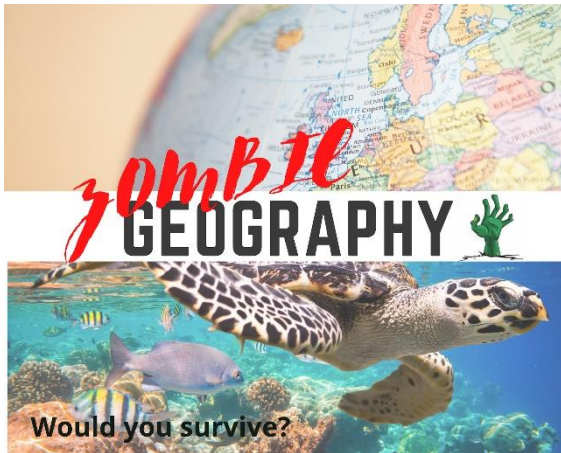
<https://sites.google.com/education.nsw.gov.au/yr-910-visual-design/home>



FEES:	\$ 40.00
REQUIREMENTS:	Visual Arts Process Diary
CONTACT:	Mr Kondov

ZOMBIE GEOGRAPHY

The aim of Geography in Years 9 and 10 is to develop students' knowledge, understanding, skills, values and attitudes essential to an appreciation of geographic phenomena and to prepare students for informed and active citizenship in a changing world.



The course topics will include:

- Zombie Geography,
- Cultural Integration
- Adventurous Journey
- Disaster Movie Mayhem
- Mega Cities
- Environmental Warrior
- Oceanography
- Extreme Weather

Through these topics you will gain skills to understand how we could survive, thrive and change the world. The course will be taught using Project-Based Learning, and it also delivers personalised learning as well as communication, collaboration and critical thinking opportunities.

Geography as a subject links to a number of other subjects in the senior school such as Senior



Geography, Legal Studies and Business Studies Society and Culture and Economics. You will develop numeracy, literacy, ICT and problem solving skills that will assist you with almost every senior subject, and beyond school. More importantly completing a subject like Geography where students are practicing thinking, understanding and writing skills helps to prepare them for the demands of the senior school and the HSC.



FEES:	\$ NIL
CONTACT:	Ms Dark or Ms Lister

Business Studies

Early Commencement

Board Developed Course - CATEGORY A

2 units for each of Preliminary and HSC

Course description: Business studies is a feature of everyone's life. Throughout the world people engage in a web of business activities to design produce, market, deliver and support a range of goods and services. Contemporary business issue and case studies are embedded into the course to provide stimulating and relevant framework for students to apply to problems encountered in the business environment.

Studies will develop general and specific skills, including research, analysis, problem-solving, decision-making, critical thinking and communication. These skills engage a students level of confidence and ability to participate effectively, not only as members of the business world, but also as citizens dealing with issues emanating from business activities.

Business Studies foster intellectual, social and ethical development by assisting students to think critically about the role of business and its ethical responsibilities to society, providing useful knowledge and competencies for life.

In the Preliminary Course students will study:

- Nature of Business
- Business Management
- Business Planning

In the HSC Course students will study:

- Operations
- Marketing
- Finance
- Human Resources



Assessment outline: In the Preliminary course, students will engage in investigating small to medium enterprises, develop business ideas and establish hypothetical business in a report or business plan format along with Preliminary examination. In the HSC course, students will engage in a range of tasks from topic tests and/or research and communicate knowledge in business reports focused on each topic, and Trial HSC examination. **Please note:** Stage 6 Business Studies requires students to organise and evaluate information on actual and hypothetical business situations. Students will be explicitly taught skills to adapt to the varying stimulus of the course.

Career options: Business studies is a topic that is applicable to all aspects of your life beyond high school; as consumers, entrepreneurs, employees or management. Business Studies provides a great foundation for further tertiary studies, whether at University or TAFE. It also provides the basis for starting your own business, as an entrepreneur. Career options can include, but not limited to:

- Finance – accountant, auditor, financial analyst, investment banking, money managing
- Operations – management, logistics, research and design, innovation and technology specialist
- Marketing – public relations/publicity, print, electronic and social media promotion, copyright development, product development
- Human Resources – recruitment, learning and development, HR generalist, WHS specialist

Recommended resources: Preliminary and/or HSC textbook, Cambridge/Jacaranda/Excel (any edition, theory largely remains the same)

For more information please talk with any of the following teachers: Ms Giffney or Ms Suchanow

Design and Technology Early Commencement

Board Developed Course - CATEGORY A

2 units for each of Preliminary and HSC

What will I be doing in this course?

This is a course for the designers of tomorrow. In this course, students study design processes, design theory and factors in relation to design projects. This course can be studied in both the textile and industrial arts areas.

In the Preliminary Course:

Students study designing and producing, including the study of design theory, design processes, creativity, collaborative design, research, management, environmental issues, analysis, marketing and manipulation of materials, tools and techniques. Students will complete one design project in the Preliminary year.

In the HSC Course:

Students undertake a study of innovation and emerging technologies, which includes a case study of an innovation. They also study designing and producing, which includes the completion of a Major Design Project.

Assessment component:

- The Major Design Project contributes 60% of the weighting to the final external assessment. The Major Design Project includes a folio and a final product. This project is selected by students according to their interests and ambitions.
- The HSC examination contributes the remaining 40% of the external assessment. The exam consists of multiple choice questions, short answer question and an extended response.

Careers options:

All designer occupations:

- Fashion
- Graphics
- Interiors
- Architecture
- Millinery
- Jewellery
- Shoes
- Floristry
- Industrial
- Magazines
- Accessories etc.

Other related fields are:

- Marketing
- Retail/fashion
- Buyers
- Window display artists
- Pattern making

Course requirements:

- Workbook specialist tools etc.
- Students are required to complete one design project in the Preliminary year.
- The Major Design Project is completed in the HSC year.

Course fees:

Cost includes a drawing workshop and materials and booklets supplied to the students. The cost of Design Projects is an **additional cost** and is the responsibility of the student.

Preliminary Course fee: \$40.00

HSC Course fee: \$40.00

Contact Person

Mrs S Munro
Head Teacher TAS



Exploring Early Childhood Early Commencement

Content Endorsed Course – non ATAR

2 units for each of Preliminary and HSC

What will I be doing in this course?

This course is designed for students who have an interest in children or who are interested in working in the childcare area. The course explores issues within an early childhood context and considers these in relation to the students themselves, their family and the community. This subject is a 2 unit course which runs over two years.

In the Preliminary Course students will study:

- Pregnancy and childbirth
- Child growth and development
- Promoting positive behaviour
- Child health and safety
- Play and the developing child

In the HSC Course students will study:

- Food and nutrition
- The children's service industry
- Starting school
- Gender and Young children
- Young children and the law



A combination of experiences will be offered during this course, including food and textile practical lessons, and visits to the local pre-school

Assessment

This subject is a Content Endorsed Course and does not contribute to an ATAR. Assessment is all internal and students do not sit for a HSC exam.

Career Options

This course offers initial learning experiences that can lead to further study at university, TAFE or vocational training in the workplace. Career options include:

- Early childhood/primary school teacher
- Early Intervention teacher
- Childcare worker
- Preschool teacher
 - Long day care
 - Nanny and Au Pair (providing opportunities to work overseas).



Course requirements

The school supplies all workbooks.
Some textiles equipment may need to be purchased

Course fees:

Preliminary Course fee **\$50.00**

HSC Course fee **\$30.00**

These fees cover the cost of booklets and materials supplied to students.

Contact information:

Mrs S Munro
Head Teacher TAS



Hospitality (VET)

Early Commencement

Board Developed Course - CATEGORY B

2 units for each of Preliminary and HSC

What will I be doing in this course?

This course is designed for students who wish to develop knowledge and skills to commence a career and be an effective employee in the hospitality & commercial cookery industry.

Course structure:

The following content will be addressed as part of this Qualification.

Compulsory/Core Units

- Use food preparation equipment
- Produce dishes using basic methods of cookery
- Use cookery skills effectively
- Clean kitchen premises and equipment
- Maintain the quality of perishable items
- Work effectively with others
- Use hygienic practices for food safety
- Participate in safe work practices
- Source and use information on the hospitality industry
- Participate in environmentally sustainable work practices
- Participate in safe food handling practices
- Prepare simple dishes
- Produce appetisers and salads
- Prepare sandwiches

Competency-based Assessment

Students in this course work to develop the competencies, skills and knowledge described by each unit of competency. To be assessed as competent a student must demonstrate that they can effectively carry out tasks to industry standard. Students will be progressively assessed as 'competent' or 'not yet competent' in individual units of competency.

Mandatory Work Placement

Students undertaking this course are required to complete work placement to a minimum hours as specified below. Work placement involves the student completing real work experiences in industry settings.

- 2 Unit x 1 year courses: 35 hours
- 2 Unit x 2 years courses: 70 hours

Optional HSC examination

Students completing this course are eligible to sit an optional, written HSC examination. The purpose of the examination is to provide a mark which may be used in the calculation of the ATAR. The examination is independent of the competency-based assessment undertaken during the course and has no impact on the eligibility to receive an AQF VET qualification.

Employability skills:

There are eight Employability Skills: communication, teamwork, problem solving, initiative and Enterprise, planning and organising, self-management, learning and technology.

Career options:

- chef
- tourism
- event planner
- café operator

Course requirements:

- Full Chef's uniform – jacket, long pants, apron, hat, neckerchief & leather upper footwear
- 8Gb USB – minimum size

Course fees:

Preliminary Course fee **\$120.00**
HSC Course fee **\$80.00**

Contact information: Mrs Angela Maddalena, VET Coordinator

2021 HOSPITALITY KITCHEN OPERATIONS COURSE DESCRIPTION

SIT20416 Certificate II in Kitchen Operations

Public Schools NSW, Tamworth Registered Training Organisation 90162

This may change due to Training Package and NSW Education Standards Authority (NESA) updates.
Notification of variations will be made in due time.

Course: **Hospitality - Kitchen Operations**
Board Developed Course

2 or 4 Preliminary and/or HSC units in total
Category B for Australian Tertiary Admission Rank (ATAR)

This course is accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational training. This is known as dual accreditation. To gain a full qualification, students must achieve all competencies. Partial completion will lead to a statement of attainment towards the qualification.

Tourism, Travel and Hospitality training package (SIT 1.2) Units of Competency

Core	Electives
BSBWOR203 Work effectively with others	SITHCCC002 Prepare and present simple dishes
SITHCCC001 Use food preparation equipment	SITHCCC003 Prepare and present sandwiches
SITHCCC005 Prepare dishes using basic methods of cookery	SITHCCC006 Prepare appetisers and salads
SITHCCC011 Use cookery skills effectively	BSBSUS201 Participate in environmentally sustainable work practices
SITHKOP001 Clean kitchen premises and equipment	SITXFSA002 Participate in safe food handling practices
SITXFSA001 Use hygienic practices for food safety	SITHIND002 Source and use information on the hospitality industry
SITXINV002 Maintain the quality of perishable items	
SITXWHS001 Participate in safe work practice	

Students may apply for Recognition of Prior Learning and /or credit transfer provided suitable evidence is submitted.

Our RTO acknowledges the experience and prior learning of our students. Students who can present transcripts from other Australian RTOs or who are able to present relevant experiences in work may qualify for Credit Transfer (CT) or Recognition of Prior Learning. All applications for CT or RPL should be made to the course teacher.

Recommended Entry Requirements

Students selecting this course should be interested in working in a kitchen preparing food. They should be able to lift and carry equipment, use handheld and larger commercial kitchen equipment. Students will be required to attend events and functions out of school hours. There will be out of class homework, research activities and assignments.

Examples of occupations in the hospitality industry

- Kitchenhand
- Cook
- Chef
- Baker

Mandatory HSC Course Requirements Students must complete 240 indicative hours of course work and a minimum of 70 hours work placement. Students who do not meet these requirements will be 'N' determined as required by NESA.

External Assessment (optional HSC examination for ATAR purposes)

The Higher School Certificate examination for Hospitality Kitchen is only available after completion of 240 indicative hours and will involve a written examination consisting of multiple-choice items, short answers and extended response items. The examination is independent of the competency-based assessment undertaken during the course and has no impact on the eligibility of a student to receive a vocational qualification.

Competency-Based Assessment

Students in this course work to develop the competencies, skills and knowledge described by each unit of competency listed above. To be assessed as competent a student must demonstrate to a qualified assessor the competency requirements for performance and knowledge of the units/s of competency.

Appeals and Complaints

Students may lodge a complaint or an appeal about a decision (including assessment decisions) through the VET teacher.

Course Cost: Preliminary - \$120 HSC - \$80
School Specific equipment and associate requirements for students:

- Full chef's uniform – jacket, long pants, apron, hat, neckerchief and leather upper footwear
- 8GB USB – minimum size
- A4 folder

Refunds

Refund Arrangements on a pro-rata basis.
Please refer to your school refund policy

A school-based traineeship and apprenticeship are available in this course, for more information: <http://www.sbatinnsw.info/>

Exclusions - VET course exclusions can be checked on the NESA website at <http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions>

Investigating Science Early Commencement

Board Developed Course - CATEGORY A

2 units for each of Preliminary and HSC

What will I be doing in this course?

The Investigating Science course is designed to complement the study of the science disciplines by providing additional opportunities for students to investigate and develop an understanding of scientific concepts, their current and future uses, and their impacts on science and society. The course draws on and promotes interdisciplinary science, by allowing students to investigate a wide range of STEM (Science, Technology, Engineering and Mathematics) related issues and concepts in depth. The knowledge, understanding and skills gained from this course are intended to support students' ongoing engagement with science, and to form the foundation for further studies and participation in current and emerging STEM-related post-school activities and industries.

In the Preliminary Course, students will study the following Core Modules:

- Cause and Effect - Observing
- Cause and Effect - Inferences and Generalisations
- Scientific Models
- Theories and Laws

In the HSC Course, students will study the following Core Modules

- Scientific Investigations
- Technologies
- Fact or Fallacy
- Science and Society

Assessment:

Students will be assessed through a variety of tasks in the Preliminary and HSC courses, including:

- Inquiry questions and working scientifically
- Planning and performing first hand investigations (experiments)
- Depth Studies, Research assignments and written tests assessing knowledge, skills and understanding of concepts

Career options:

- Laboratory technician and assistant
- Scientist
- Chemical plant operator
- Veterinary nurse
- STEM fields
- Pharmacy
- Nurse
- Engineering
- IT consultant and telecommunication industry

Course requirements:

- A4 folder or notebook for class work
- Practical folder or notebook

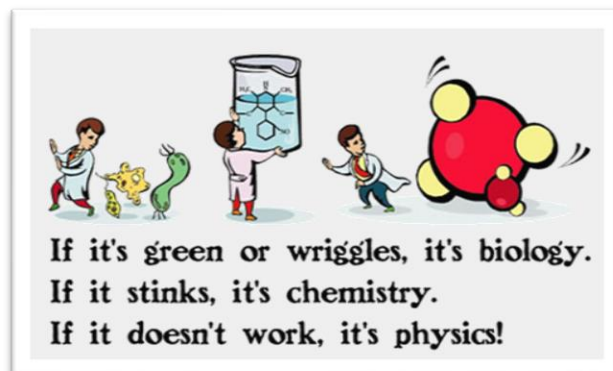
Course fees and extra curricula information:

There will be several excursions that students will be required to participate in as part of the Investigating Science course.

All extra curricula activities attract a participation fee and all students studying the Preliminary and HSC Investigating Science course are expected to participate in these excursions.

Contact information:

Mr Sean Bromfield
Head Teacher Science





Education

2021 MANUFACTURING AND ENGINEERING INTRODUCTION COURSE DESCRIPTION

MEM10115 Certificate I in Engineering and Statement of Attainment towards MEM20413 Certificate II in Engineering Pathways

Public Schools NSW, Tamworth Registered Training Organisation 90162

This may change due to Training Package and NSW Education Standards Authority (NESA) updates.

Notification of variations will be made in due time.

Course: **Manufacturing and Engineering - Introduction**
Board Endorsed Course

2 or 4 Preliminary and/or HSC units in total
Does not contribute towards Australian Tertiary Admission Rank

This course is accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational training. This is known as dual accreditation. To gain a full qualification, students must achieve all competencies. Partial completion will lead to a statement of attainment towards the qualification.

Manufacturing and Engineering Training Package (MEM 2)

Units of Competency

Core

MEM13015	Work safely and effectively in manufacturing and engineering
MEMPE006A	Undertake a basic engineering project
MEMPE005A	Develop a career plan for the engineering and manufacturing industry

Electives

MEM16006	Organise and communicate information
MEM11011	Undertake manual handling
MEM12024	Perform computations
MEM18001	Use hand tools
MEM18002	Use power tools/hand held operations
MEM16008	Interact with computer technology
MEM07032	Use machines for basic operations
MEMPE001A	Use engineering workshop machines
MEMPE002A	Use electric welding machines
MEMPE004A	Use fabrication equipment

Students may apply for Recognition of Prior Learning and /or Credit Transfer provided suitable evidence is submitted.

Our RTO acknowledges the experience and prior learning of our students. Students who can present transcripts from other Australian RTOs or who are able to present relevant experiences in work may qualify for Credit Transfer (CT) or Recognition of Prior Learning. All applications for CT or RPL should be made to the course teacher.

Recommended Entry Requirements

Students selecting this course should be interested in working in a manufacturing environment. They should be able to use hand and power tools, lift and carry small and large objects. There will be out of class homework, research activities and assignments.

Examples of occupations in the Manufacturing and Engineering industry

- fitter
- refrigeration and air conditioning mechanic
- toolmaker
- locksmith
- machinist
- maintenance fitter

Mandatory HSC Course Requirements

Students must complete 240 indicative hours of course work and a minimum of 35 hours of work placement over two years. Students who do not meet these requirements will be 'N' determined as required by NESA.

There is **no** external examination in the HSC year for students.

Competency-Based Assessment

Students in this course work to develop the competencies, skills and knowledge described by each unit of competency listed above. To be assessed as competent a student must demonstrate to a qualified assessor the competency requirements for performance and knowledge of the units/s of competency.

Appeals and Complaints

Students may lodge a complaint or an appeal about a decision (including assessment decisions) through the VET teacher.

Course Cost: Preliminary - \$60.00 HSC - \$60.00

School Specific equipment and associate requirements for students:

Long sleeve shirt, long pants (cotton drill), safety glasses, steel-capped safety boots

Refunds

Refund Arrangements on a pro-rata basis.
Please refer to your school refund policy

A school-based traineeship and apprenticeship are available in this industry area, for more information: <http://www.sbatinnsw.info/>

Exclusions - VET course exclusions can be checked on the NESA website at <http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions>

Personal Development/Health/Physical Education – Early Commencement

Board Developed Course - CATEGORY A

2 units for each of Preliminary and HSC

What will I be doing in this course?

PD/H/PE gives students an opportunity to develop their knowledge and understanding in a range of areas that underpin health and the health industry, physical activity, sport, coaching and exercise physiology. Skills gained in this course transfer to many occupations.

The Preliminary course examines a range of areas that underpin health and physical activity. This includes how people think about health and physical activity, the management of personal health and the basis for how the body moves. Students have the opportunity to select from a range of options in areas such as first aid, outdoor recreation, composing and performing, and fitness choices.

In the Preliminary Course, students will study:

Core topics (60%)

- Better Health for Individuals
- The Body in Motion

Optional Component (40%)

Students to select **two** options each from:

- First Aid
- Composition and Performance
- Fitness Choices
- Outdoor Recreation

In **the HSC course**, students focus on major issues related to Australia's health status. They also look at factors that affect physical performance. They undertake optional study from a range of choices. This includes investigating the health of young people or of groups experiencing health inequities. In other options, students focus on improved performance and safe participation by learning about advanced approaches to training or sports medicine concepts. There is also an opportunity to think critically about the factors that impact on sport and physical activity in Australian society.

In the HSC Course, students will study:

Core topics (60%)

- Health Priorities in Australia
- Factors Affecting Performance



Optional Component (40%)

Students to select **two** options each from:

- The Health of Young People
- Sport and Physical Activity in Australian Society
- Sports Medicine
- Improving Performance
- Equity and Health

Assessment:

- Year 11 students complete a total of three assessment tasks while the HSC students complete a total of four assessment tasks.
- The tasks range in methodologies and allow students to demonstrate their knowledge, understanding and skills in a variety of ways; including, research, collaboration, interpreting and evaluating health information to improve health and performance of individuals and groups.

Career options:

The PD/Health/PE course provides valuable skills and knowledge for many occupations in the areas of health, medical, sport/fitness and nutrition.

Course fees and extra curricula information:

There will be the opportunity to participate in several excursions as part of the PD/Health/PE course.

- Two day Work Cover approved First Aid Course – approximate cost **\$90.00**
- Optional 3 – 4 day Sport & Recreational Camp – approximate cost **\$300 - \$400**

Both extra curricula activities attract a participation fee which is variable each year.

Contact information:

Mr Joel Anderson
Head Teacher PDHPE

Sport, Lifestyle & Recreation Studies

Early Commencement

Content Endorsed Course – non ATAR

2 units for each of Preliminary and HSC

What will I be doing in this course?

The Sport, Lifestyle & Recreation course enables students to further develop their understanding of, and competence in, a range of sport and recreational pursuits. Students are encouraged to establish a lifelong commitment to being physically active and to achieving movement potential.

Throughout the course students will develop:

- Knowledge and understanding of the factors that influence health and participation in physical activity
- Knowledge and understanding of the principles that impact on quality of performance
- An ability to analyse and implement strategies to promote health, activity and enhanced performance
- A capacity to influence the participation and performance of self and others.

The course provides an opportunity to specialize in areas of expertise or interest through option modules such as:

- Aquatics
- Athletics
- First Aid and Sports Injuries
- Fitness
- Specific Sports
- Gymnastics
- Outdoor Recreation
- Sports Administration
- Coaching
- Social Perspectives of Sport and Games
- Healthy Lifestyle
- Resistance Training

Assessment:

- Year 11 students complete a total of three assessment tasks while the HSC students complete a total of four assessment tasks.
- The tasks range in methodologies and allow students to demonstrate their knowledge, understanding and skills in a variety of ways; including, skill performance, research, collaboration and group work.

Career options:

- Sports coaching
- Fitness leader
- Club administrator
- First aid training
- Aquatics instruction
- Lifesaving
- Medical applications (ie. Physical therapy)
- Other areas of further tertiary study

Course requirements:

Students are required to have completed the allocated hours for the optional units that are studied.

Course fees and extra curricula information:

Depending on options chosen, fees may be applicable for the use of community facilities and any certification requirements.

Contact information:

Mr Joel Anderson
Head Teacher PDHPE



Visual Arts

Early Commencement

Board Developed Course - CATEGORY A

2 units for each of Preliminary and HSC

What will I be doing in this course?

This course is for practical and creative students who enjoy making artworks and who are interested in learning to interpret and discuss artworks and how to respond to them using both critical and historical perspectives. Visual Arts provides students with the opportunity to gain 50% of their marks through practical work inspired by the student's personal experience of the world and other artists in a variety of social and cultural contexts.

While the course builds on Visual Arts and Photography courses in Stages 4 & 5, it also caters for students with more limited experience in the Visual Arts. The theoretical component of the course would suit students who have average or above average English skills.

In the Preliminary course:

The Body is explored as subject matter using a variety of media and approaches, from experimental and gestural 2D drawing and painting works, etching, sculptural pieces using clay and found objects, and exploration of the self in portraiture. This incorporates an excursion to Sydney and two case studies based on the work of artists also exploring this theme. Landscape is explored using a range of mixed media, photography, painting and found object approaches and materials and excursions into our local environment. Students study the work of other landscape artists in case studies. Shock and Challenge is explored through the study of 20th Century and post-modern art practises and the creation of individual student works that explore issues and themes of personal interest and significance and free choice of media.

The HSC course:

Engages students in sustained art making in the development of their own Body of Work, exploring themes and media of personal interest and choice. Students are provided with an extensive scaffold and procedure to assist them to develop their own ideas into artworks. Students also engage in five in-depth case studies of artists and art movements in critical and historical studies and extend their critical response skills in interpreting and writing about the works of other artists.

Career Options

This course will give students the skills to progress to University or TAFE Fine Art or Design courses. Specialist careers include:

- Graphic design, Fashion, Interior design
- Industrial, theatre, web design, architecture, photography, jewellery, film and television.

Course requirements:

Preliminary course:

- Artworks in at least two expressive forms and the use of a process diary
- A broad investigation of ideas in artmaking, art criticism and art history.

HSC course:

- Development of a Body of Work of the student's choice and use of a process diary
- A minimum of 5 Case Studies (4 -10 hours each)
- Deeper and more complex investigations in artmaking, art criticism and art history.

Course fees:

Preliminary Course fee \$45.00

HSC Course fee \$60.00

Contact person:

Mr Michael Kondov
Head Teacher CAPA



Visual Design

Early Commencement

Content Endorsed Course – non ATAR

2 units for each of Preliminary and HSC

What will I be doing in the course?

This course is for practical students who have a keen interest in the design fields who wish to pursue a career in advertising and design on completion of their HSC. A large component of the course is digital based and students will be taught skills and software at an industry level. Students will also learn how to interpret design and gain a clear understanding of what makes successful design through the analysis of several contemporary designers in a range of fields.

While the course builds on Visual Arts, Visual Design and Photography courses in Stages 4 & 5, it also caters for students with more limited experience in these subjects.

In the Preliminary course:

Students will work on a number of tasks both individually and as part of a design team. They will develop a clear understanding of a design brief and work towards deadlines to complete set tasks for presentation. The three areas of focus in the Preliminary year are as follows:

Digital Illustration

Students will engage in the growing field of digital illustration design. They will have the opportunity to work with industry standard Wacom drawing tablets as well as learn how to use Adobe Illustrator and

3D Design

Students will gain a thorough understanding of the role of a 3D designer and all design elements required when planning a design for a 3-dimensional space. Students will design and build their own house using 3D computer software.

Film

Students will learn the importance of video in advertising and will have the opportunity to edit and cut their own video trailer. Students will edit using Adobe Premiere software.

In the HCS course:

The HSC individual project extends students' learning experiences and may reflect students' increasing interests and desire to specialise in one or more of these fields:

- Development of individual design projects (Body of Work)
- Development of a visual portfolio of practical work and exhibitions
- Students are required to keep a diary over the duration of the course

Assessment component:

- Designing and Making (70% of course)
- Critical and historical studies (30% of course)

Careers options:

- Graphic design
- Photographer
- Film and animation
- Advertising
- Fashion
- Interior design



Course requirements

- Visual process diary
- USB

Course fees: nil

Contact persons: Mr Michael Kondov Head Teacher CAPA





Respect, Responsibility & Participation

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